

Carl D. Perkins Career and Technical Education Act of 2006

Five Year Plan Timeline

July

- July 16 Provide activities for the upcoming year and Performance Measures level information to CTE State Advisory Committee
- July 17 Provide Local Directors with upcoming schedule and specific Performance Measures information

August

- August 3 Identify additional information required for Five Year Plan

September

- September 20 Provide information to Local Directors on new issues in Five Year Plan
- September 27-28 Conduct State Plan Working Group work days

October

- October Edit and review all sections by CTE teams
- October Return to State Plan Working Group for review and feedback
- October 25 Provide Local Directors update

November

- November 1 Schedule Public Meetings
- November 1-2 Conduct State Plan Working Group work days
- November Edit and review all sections by CTE teams
- November Identify baseline data levels for secondary and postsecondary performance measures
- November Return draft plan to State Plan Working Group for review and feedback
- November Provide overview to secondary and postsecondary eligible recipients

December

- December Assemble plan and re-send to State Plan Working Group
- December Make final edits
- December Provide overview to State CTE State Advisory Committee for preliminary decisions
- December Conduct two Public Meetings

January

- January Provide overview of Five Year CTE Plan activities to 4th floor Executive Team
- January Conduct five Public Meetings
- January Summarize Public Meeting input
- January Present overview to Governor's Council on Workforce Policy
- January Present overview to Governor's P-20 Council
- January 24 Provide Local Directors updated information

February

- February Conduct final two Public Meetings
- February Review status of Five Year Plan with 4th floor Executive Team
- February 20 Overview major sections and levels with Local Directors
- February Present Five Year Plan to State CTE Advisory Committee for review and approval

March

- March Present CTE Five Year Plan to State Board of Education for information
- March 26 Provide overview to Local Directors

April

- April Present CTE Five Year Plan to State Board of Education for approval

May

- May Submit Five Year Plan to OVAE

June

- June Reach agreement on SALP for all additional Performance Measures
- June ADE CTE propose SALP to districts

July

- July Receive first installment of Perkins IV funds

Secondary Performance Measures Comparison

Current (SY 2006-2007)		New (SY 2007-2008)		
Number	Description	Number	Description	Level
1.1	AIMS Reading	1S1	NCLB Academic Attainment - Reading	48.6%
1.2	AIMS Writing	Removed	---	---
1.4	AIMS Math	1S2	NCLB Academic Attainment - Math	40%
1.3	Program Completers	Removed	---	---
---	---	2S1	Technical Skill Attainment	Collecting baseline for five year plan
---	---	3S1	Secondary School Completion	Collecting baseline for five year plan
2.1	Graduation	4S1	NCLB Graduation	71%
3.1	Placement	5S1	Placement	Collecting baseline for five year plan
4.1/4.2	Nontraditional Participation	6S1	Nontraditional Participation	Collecting baseline for five year plan
4.3/4.4	Nontraditional Completion	6S2	Nontraditional Completion	Collecting baseline for five year plan

Assessment Leadership

Organization	Membership	Duties
Arizona Skill Standards Commission	<ul style="list-style-type: none"> State Superintendent of Public Instruction Legislators Employers needing a skilled workforce Business leaders President/designee from State Board for Career and Technical Education Others as needed 	<ul style="list-style-type: none"> Serve as a conduit to business and industry Create a public relations strategy for certificate validation and student achievement Preside over credentialing of recipients Encourage businesses to participate in standards validation Promote to business community to recognize certificates Preside over standards and assessment process Provide regular updates on progress to the state government
Stakeholders Committee	<ul style="list-style-type: none"> Member of State Board for CTE Designee from the State CTE Advisory Committee Local CTE Directors JTED Superintendents Community college representatives Workforce Investment Act representatives Teacher representatives 	<ul style="list-style-type: none"> Meet jointly with Arizona Skill Standards Commission, Associations, and others as needed <p><i>Assist with -</i></p> <ul style="list-style-type: none"> Development and administration of processes Validation and piloting of testing processes Implementation processes Decision-making process with Arizona Skill Standards Commission <p><i>Review -</i></p> <ul style="list-style-type: none"> Processes and procedures to be used in order to ensure system usability
Industry and Business Associations	<ul style="list-style-type: none"> Representatives from trade groups, professional associations, unions, state certifying groups, etc., who will be involved in the certification process 	<ul style="list-style-type: none"> Participate in validation process for standards, measurements, and item banks under development Provide validation panels consisting of incumbent workers in a specific occupational option Review standards, measurements, and item banks as developed after each validation team session has taken place Endorse standards, measurements, and assessments Assist with presentation of results to Skill Standards Commission for their approval in order for certificates to be issued
Validation Committees	<ul style="list-style-type: none"> Represent a variety of regions throughout the state At least 10 incumbent workers in the profession for at least two years, or a supervisor who was an incumbent worker Two or three educators from the occupational option at secondary and postsecondary 	<ul style="list-style-type: none"> Review current Arizona standards, if they exist, and also review additional standards as needed or provide additional standards and measures as pertinent Meet to review standards, develop measurements and provide input for assessment items Review results, then provide input regarding changes as assessments are piloted so that industry priorities are addressed Assist in bringing final products to the Skill Standards Commission for final approval Review (along with Industry and Business Associations) national assessments, then bring any it considers appropriate to the Skill Standards Commission for approval Ensure validity and reliability

Arizona Career and Technical Education Skill Standards Assessment System Overview

Why is this system being established?

The Arizona Joint Technological Education District (JTED) legislation HB 2700, enacted in 2006 Arizona Legislative session requires that CTE programs funded for JTEDS lead to industry certification for students by spring 2008.

The Carl D. Perkins Act of 2007 and the US Department of Education, Office of Vocational and Adult Education, also require that CTE programs at secondary and postsecondary lead to industry certifications. The US Department of Education also requires states to identify in their State Plans how they will begin to address assessment for 2007-08.

There were 5946 JTED courses submitted to the Arizona Department of Education, Career and Technical Education, for approval for the 2007-08 school year. These address many of the 85 occupational programs/options that have been identified using Arizona Labor Market Information under the auspices of the Department of Economic Security Research and Administration. The occupations have been identified using several criteria, which were previously approved by the State Board of Career and Technical Education. Not only are job openings used as the criteria, but also the levels of O*NET skill requirements (usually requiring some postsecondary education), and livable wages are key elements of the formula.

How is the Assessment System being funded?

Two types of federal funds are presently being used to create the system. The first is the Carl D. Perkins Funds Statewide Funding and the Incentive Grant from the Department of Labor, that Arizona has received this year and will receive again next year. The Incentive Grant funding is based on the Workforce Investment Act System, Career and Technical Education, and Adult Education all achieving their federal performance measures. A plan for the use of the funds was submitted to the federal government that was approved last year. The new proposal will address expansion and similar efforts. Career and Technical Education will continue to use this funding as a major source of establishing the Assessment System, which will serve both CTE and WIA clients.

What will the Arizona Assessment System achieve?

The Arizona Assessment System will address the 85 occupational programs/options and others as they come into being. The first 43 occupational programs/options will be addressed by spring 2008. These will include the programs/options that address most of the JTED programs and the largest other CTE programs at the secondary level.

Assessments will be developed as item banks to be delivered online for all secondary comprehensive and JTED CTE students. Postsecondary assessments may need to be developed in those situations where there are no existing assessments. In addition, WIA One-Stop sites will also have the end of program assessments available for students who are completing programs under their authorization.

Assessments will contain criterion-referenced and written performance items, based on the industry validated standards and measurements. Information about what items were missed, how well the student completed the assessment, and other information will be available “real time” for teachers and the students taking the assessment. Also, this information will be provided to the instructor in the same fashion.

Who will be involved in the development of the Arizona Assessment System?

The Arizona Department of Education is partnering with Arizona State University to house the Assessment Center.

The Assessment System structure will include three other groups that will be instrumental in establishing the standards, measurements, and processes for the assessments. These are:

- ***The Arizona Skill Standards Commission***
- ***The Stakeholders Committee***
- ***The Industry and Business Associations and***
- ***Validation Committees*** for each of the 85 occupational programs/options

The Arizona Skill Standards Commission

Membership: Major Arizona business representatives (anticipated that 12-20 members)

- Those who have a need for a skilled workforce
- CEOs, VPs over the main artery of business (production, manufacturing, sales, health care, etc.

Other Arizona leaders

- Key legislators
- State Superintendent
- President or designee of the State Board for Career and Technical Education
- Others as needed who leaders for business growth and economic efforts in Arizona

Nominations for these individuals are being developed and will be provided to the State Superintendent for Public Instruction and the State Board of Career and Technical Education for their review. Terms of office, etc, have yet to be determined. All major areas of Arizona Business need to be represented, however.

Duties:

Act as a conduit to industry and business in Arizona to establish the “value added” from the Arizona Skill Standards Commission Certificates.

Assert a public relations strategy to recognize and validate the Certificates and to bring public recognition for the students who complete the standards and gain the credential.

Preside over credentialing of secondary, postsecondary, and adults who complete the assessments satisfactorily.

Provide input for what businesses need to be involved, the credentialing process, the standards, the levels of certificates to be awarded, number of times the students may sit for the assessment, portions of the assessment, etc...

Provide leadership to bring the business community to recognize the certificates and for allowing for advanced entry into many occupations.

Preside over the standards and assessment process to provide certificates to individuals who have satisfactorily completed the assessment.

Provide regular updates on the progress of the System to the State Director for Career and Technical Education, and the State Board of Career and Technical Education and the State Superintendent of Public Instruction

The Stakeholders Committee

Membership:

The membership will include representatives of those who use the system. The Committee will represent all groups of stakeholders in the system. Nominations have been made by local CTE Directors, JTEDS, Community Colleges, and Associations and potential members of the committee have been identified for organizational meeting to be held July 13, 2007.

Groups to be represented include:

- JTED Superintendents
- Local CTE Directors
- Teacher Representatives from major program areas
- Postsecondary Occupational Deans
- One-Stop and DES Representatives for WIA System
- ADE CTE Representatives
- ASU Workforce Education and Development Office
- Others as needed

Duties:

Assist with the development of the processes and administration of the process

Assist with the validation and piloting of testing processes

Assist with the implementation processes to be used

Review processes and procedures to be used with schools and others to ensure usability
Assist with decision making process with the Arizona Skill Standards Commission
Meet jointly with the Arizona Skill Standards Commission, Associations, and others as needed

Industry and Business Associations and Validation Committees

Industry and Business Associations

Who will be involved?

Each of the 43 occupational programs/options being developed this year has several business and industry organizations that may be involved in the process. These may be groups that regulate their professions or trade, or who have an interest in the processes that are being developed for certifying individuals who complete CTE programs.

The Associations will include Trade groups, professional associations, unions, state certifying groups, and others.

What they will contribute to the process:

The associations will be asked to be part of the validation processes for the standards, the measurements, and the item banks being developed.

The associations will be asked to assist in providing validation panels of individuals who are incumbent workers in a specific occupational option.

The associations will also be asked to review the standards, measurements, and item banks as they are developed, after each validation team session has taken place.

The associations will also be asked to endorse the standards, measurements, and assessments.

They will be asked to assist with the presentation of these results to the Skill Standards Commission for their approval for certificates to be provided to students based on the assessments established.

Validation Committees

Who will be involved?

Each of the 43 occupational programs/options being considered this year will have an industry validation committee. Each committee will be composed of at least 10 incumbent workers who have been in the occupation being addressed for at least two years or a supervisor who was an incumbent worker. Two to three educators from the

occupational option will also be included. Effort will be made to ensure that various parts of the state are represented.

Duties:

Each industry validation committee will review the current Arizona Standards and Measurements, if they exist. They will also review additional standards as needed or provide additional standards and measurements as are pertinent to their current occupational duties.

The industry validation committee will meet to review standards, then develop measurements, and finally provide input for the items for assessment.

As the assessments are piloted, the industry validation committee will review the results and provide input as to what ways the assessment may be changed and address the items their industry holds to be critical and frequently used.

They will assist in bringing the final products to the Skill Standards Commission for final approval.

If national assessments are available and Arizona has permission to use these and the related data, the industry committee will first review along with Association input, before these assessments are presented to the Skill Standards Commission.

These groups will provide invaluable input to the assessment processes to ensure valid and reliable processes.

What is the role of Arizona State University, Workforce Education and Development Office in the partnership with Arizona Department of Education, Career and Technical Education Section?

ASU's role

ASU will house the CTE Assessment Center. They will provide the core of the system to establish the assessments, based on Arizona State CTE Standards and Measurements, as validated by Arizona business and industry committees.

ASU, in partnership with ADE-CTE, will establish the scope of the assessments for the first year, utilize input from the Stakeholders Committee, and work with subcontractors to ensure the system's success.

The major subcontractor for this process is VTECS, Southern Association of Colleges and Schools. This is a consortium of approximately 20 states, including Arizona. VTECS has had a many, many years of experience in developing standards and measurements with industry and in the development of item banks, performance assessment, and processes related to all phases of such a system.

Through this affiliation, Arizona along with eight other states will share development of assessments, provide assessments that each has developed to decrease the costs and also increase content validity and reliability.

VTECS will do the following for Arizona:

- Research what other states have in standards and measurements that will fill gaps for Arizona.
- Provide information about national sets of standards and assessments that may be available to Arizona.
- Develop a protocol for Arizona to establish the system, based on previous experiences.
- Provide the linkage to the online capabilities for the system.
- Provide the assistance required to establish the assessment items as required.
- Assist with the validation and assessment processes to ensure face and content validity and reliability.
- Assist Arizona through technical assistance and professional development of ensuring that Arizona professionals will have the ability to maintain and move ahead with the system.

Arizona Department of Education, Career and Technical Education Section

What is ADE-CTE's role with the Assessment System?

Provide the overall direction and leadership for the system through planning and leading each portion of the system.

2007-08 SECONDARY CONCENTRATOR FACT SHEET

Definition of a Secondary Concentrator:

A Secondary student who:

- ❖ has transcribed three (3) or more Carnegie Units/credits in a State-recognized sequence for an approved Career and Technical Education Program; OR
- ❖ has transcribed two (2) Carnegie Units/credits in a State-recognized sequence for an approved Career and Technical Education program, but only in those program areas where two (2) Carnegie Units/credit sequences at the secondary level are recognized by the State.

In both cases the Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook.

Reporting Concentrators during the transition year:

All transcribed credit must apply to the same program. A Concentrator transcript may include:

- ❖ a Level II transcribed Carnegie Unit/credit (until 2009-10)
- ❖ Level III transcribed Carnegie Unit/credit(s) (until 2009-10)
- ❖ Career Preparation transcribed Carnegie Unit/credit(s)

A concentrator is reported and identified as having 2, 3, or 4 credits in a program. A Concentrator who has only 2 credits in a program identified as a 3 course sequence, will be eligible for Placement funding the following year. They will not be included in the calculation of Performance Measures.

Concentrator Success Information		
Attain at least 80%?	Yes <input type="radio"/>	No <input type="radio"/>
Assessment Method 1 - Competency Record	Yes <input type="radio"/>	No <input type="radio"/>
Took State Assessment	Yes <input type="radio"/>	No <input type="radio"/>
Passed State Assessment	Yes <input type="radio"/>	No <input type="radio"/>
Assessment Type 1	<input type="text"/>	
Number of Carnegie Units earned	<input type="text"/>	

State Block Grant Funding:

Even though some CTE programs require 3 or 4 Carnegie Units, Concentrators who enroll in a CTE course in 9th or 10th grade, will not receive State Block Grant Funding for enrollment, per **Annual Arizona Appropriation Bill**, "Vocational education student counts shall consist of the number of *eleventh and twelfth* grade students enrolled in an approved vocational education program with the counts being adjusted to reflect the relative demand for employees in labor market sectors addressed by each vocational education program area represented in the student count data."

CIP	2008 CTE Program List	Minimum Number of Carnegie Units in State Designated Sequence of Instruction for 2007-2008
01.0100	Agricultural Business Management - Agriscience	3
10.0200	Audiovisual Technology	2
10.0300	Graphic Communications	3
12.0400	Cosmetology	2
12.0500	Culinary Arts	2
13.1200	Education and Training: Education Professions	2
13.1210	Education and Training: Early Childhood Education	2
15.0000	Engineering Sciences	--
15.0300	Electronic Technology	3
15.0600	Industrial Manufacturing	3
15.1200	Information Technology	2
15.1300	Drafting and Design Technology	2
43.0100	Law, Public Safety and Security	2
43.0200	Fire Science	2
46.0200	Carpentry Technologies	3
46.0300	Electrical and Power Transmission Technology	3
46.0400	Construction Technologies	3
46.0500	Plumbing Services	2
47.0100	Telecommunications Maintenance and Installers	3
47.0200	Heating/Air Conditioning Maintenance	2
47.0600	Automotive Technologies	3
48.0500	Welding Technology	3
49.0200	Heavy Equipment Operations	2
50.0100	Performing Arts	3
51.0600	Dental Assisting	2
51.0800	Allied Health Services	2
51.0900	Diagnostic and Intervention Technologies	2
51.1000	Biomedical Health Technologies	--
51.1500	Mental and Social Health Services	2
51.1600	Nursing Services	2
51.3500	Therapeutic Massage	2
52.0200	Business Management and Administrative Services	3
52.0300	Accounting and Related Services	3
52.0800	Financial Services	3
52.0900	Hospitality Management	2
52.1800	Marketing, Management and Entrepreneurship	2
52.1900	Design and Merchandising	2